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ABSTRACT

In this curriculum unit, elementary school children read information about two neighboring countries, Israel and Jordan, to make comparisons not only between the two countries but also about their own neighborhood as well. The unit uses a variety of strategies, from reading and responding to writing prompts, to creative activities, to active video viewing with web making. The unit outlines the five fundamental themes of geography to help students discover Israel and Jordan: Location, Place, Movement, Environment, and Region. These fundamental themes are used as the basis for activities. A list of materials needed, background notes, and references to the National Social Studies Standards and the National Geography Standards are included. Contains a 13-item selected bibliography of children's books and a list of 28 Natural Geographic magazine articles on Israel and Jordan. (BT)

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INTERESTING ISRAEL:
a social studies unit for elementary students

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PAPER PRESENTED AT THE ANNUAL CONFERENCE OF
NATIONAL COUNCIL FOR THE SOCIAL STUDIES
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"Israel and Jordan: Paving a Path for the Future Through Understanding Peoples and Cultures of the Middle East"
1998 Fulbright-Hays
Seminars Abroad Program
Staff Development Presentations Can Be Arranged!

SO 031 600

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OBJECTIVES:
Children will read information about 2 neighboring countries in order to make comparisons not only between the two countries but about their own neighborhood as well.

STRATEGIES:
The unit users a variety of strategies. Children read and respond to a variety of writing prompts. There are creative activities for student to apply their knowledge artistically. There is an active viewing of video during which time children make a web. There are different kinds of data to compare.

MATERIALS:
1. The unit includes a text to read about Israel and Jordan followed by questions for discussion. 2. There is a video for which teachers may substitute a commercially made product. The video has a travelogue which teachers read to students.
3. The unit includes a discovery box. I have provided a list of what is inside it.
4. There are activities for incorporating the text with the five fundamental themes of geography which teachers can use for individual assessment or for group projects.
5. There are suggestions for small group projects.
QUESTIONS: Questions for discussion are presented after the text of each activity.

BACKGROUND NOTES:
These lessons are designed for use with elementary students. Teachers may substitute videos prepared commercially instead of the one I made on my trip. A teacher dialogue with TV sound turned off works best with students. You can discuss the video. Teachers may want to use questions for writing prompts. Children need instruction on how to frame a written response.
EVALUATION:
Activities for written responses are included after the text.

NATIONAL SOCIAL STUDIES STANDARDS:

I Social Studies programs should include experiences that provide for the study of culture and cultural diversity so that the learner can:

a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns

III Social Studies programs should include experiences that provide for study of people, places, and environments so that the learner can:

g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like

NATIONAL GEOGRAPHY STANDARDS:

3. How to analyze the spatial organization of people, places, and environments on the earth's surface

12. The processes, patterns, a and functions of human settlement

13. How the forces of cooperation and conflict among people influence the diversion and control of earth's surface

USING THE FIVE FUNDAMENTAL THEMES OF GEOGRAPHY IN ORDER TO DISCOVER ISRAEL AND JORDAN

The five fundamental themes help organize our thinking about a region under study. Children learn more and can use their understanding to write effectively when their thoughts are organized. I teach the five fundamental themes to my students. This is one way I help them become better students of social studies.

The first fundamental theme is LOCATION. Whenever we give or receive directions, we use the theme of location. This theme can be introduced to students as part of literature based reading. In the story "Lyle, the Crocodile" the author purposely gives an exact location- East 88th St., New York City, as the setting of the story. The setting is a geographical concept. In each activity locate the country on the map and discuss the vocabulary word under discussion.

The second theme is that of PLACE. The author in a text creates a sense of mood by describing a place so vividly that the reader feels as if he/she were there. The opening chapter of "Rebecca" describes such a place. How often people, while visiting new places, think back to the settings authors have described in novels. At an elementary level, "The Secret Garden" is an excellent example of how the theme of place sets the mood for the story. Describing words affect the sense of place in literature.

The third geographical theme is one of MOVEMENT. Ideas, concepts, languages, and vocabulary move. English has borrowed many words from other languages. Without the addition of words from other languages our own language would seem dull and lifeless. Many of the activities included later in this article reinforce the concept of movement. Our language is dependent upon other languages for its colorfulness. "Mike Mulligan and His Steam shovel" is a good book to use when introducing the concept of movement to students. This book was written over fifty years

ago.

The ENVIRONMENT places an increasingly important part of science curriculum. The changes man has wrought on the environment and the ways man has adapted to his environment are important parts of geography. "The Great Kapok Tree" is a good book to introduce children to the concept of human environmental interaction.

The last theme is that of REGION. "The Story About Ping", written over fifty years ago, is a good literature based text to introduce this concept to children. There are many examples of location, place, environment, and movement in this book which teach children about life in China. The illustrations are adequate, but I recommend cutting pictures out of the National Geographic Magazine to augment the text. The photographs in the magazine better show the themes of geography to the children.

THE FIVE FUNDAMENTAL THEMES OF GEOGRAPHY IN ORDER TO DESCRIBE ISRAEL

LOCATION:
relative: South west Asia, eastern shore of Mediterranean Sea, Palestine. Holy Land, south of Syria & Lebanon, north of Saudi Arabia, west of Jordan
absolute: (Jerusalem) 32 degrees north 35 degrees east

PLACE:
natural land marks: Dead Sea, Mediterranean Sea, Jordan River Valley, Negev Desert
cultural landmarks: Wailing Wall (Western Wall), Masada, Dome of the Rock, archaeological sites of Bible Stories such as Bethlehem, Nazareth, Cana

MOVEMENT:
well developed road system, poorly developed rail system. El Al airlines international carrier, Hebrew language. immigration/emmigration

HUMAN ENVIRONMENTAL INTERACTION:
desert climate, few natural resources, hot dry summers, cooler winters, rainfall mostly occurs in winter, irrigate 40% of crop land, reforestation, reintroduction of native species, immigration of Jews from other countries, airlift of Ethiopian Jews, Russian immigrants, assimilation, export of fruits and vegetables

REGION:
Holy Land, Bible stories, desert., tourism, homeland for Jews, Hebrew Language, 82% of population is Jewish, heavy immigration

COMPARING GEOGRAPHY:

ISRAEL

1. What are some special land forms and water bodies that make Israel special? Use the atlas to help.

_____

_____

_____

2. What are three natural landmarks and three cultural land marks and three cultural landmarks a visitor (tourist) might like to see. Choose one of each and explain why a tourist would want to see them.

_____

_____

_____

_____

_____

_____

Illustrate one natural land mark and one cultural land mark.

FUN THINGS STUDENTS CAN DO WITH THE FUNDAMENTAL THEMES OF GEOGRAPHY

LOCATION:

1.Before beginning the unit ask children to draw a free-hand map of Israel and Jordan. As children to locate and label as much information as they know. This is an example of MENTAL MAPPING. It allows you to assess what children already know and what misconceptions they might have.

2. After completing the unit, again ask students to draw a free-hand map of each country. You can use the two sets of maps to assess how much information the children have learned during the unit. Learning to draw free hand maps is an important skill. Remember to introduce the elements (attributes) of a map so that children construct maps correctly.

3. Locate Maryland (or your own point of reference) and Israel or Jordan on class maps. Relate geography as to differences in points of references.

4. Children encode/decode physical and poetical/cultural maps for Israel and Jordan. The amount of information is determined by the grade/ability level of each group. Always reinforce the attributes of a map. Use words like encode/decode/construct when working with students. Encode means to add information to a blank map. Decode means to answer questions about or interpret a map.

PLACE

1. Children make post cards to send to a friend. Post cards represent physical or cultural land marks. Children address the back of the post card and write a one or two sentence note about the land mark on the front. This is a language arts/social studies integrated project.

2. Children construct commemorative postage stamps for each region. A cultural landmark, a physical landmark, an emblem, icon, mascot of a country are suitable. Show children real life

examples of domestic or Israel or Jordan postage stamps. Children can design their own currency, too.
3. Use pictures of landmarks from National Geographic Magazines to help children identify man-made or natural landmarks from Israel or Jordan. You can use these for a bulletin board.

ENVIRONMENT:
1. Write reports on any of the indigenous plant or animal life in the region. This is a good integrated activity for science units.

MOVEMENT:
1. Children make a list of types of transportation in each country. They list the people, goods, and services which use each method of transport.
2. Children locate and label countries from around the world where immigrants to Israel have come from. This can be made into a pictograph for a integrated math activity.
3. Children label maps showing sites of battles during wars within Israel and Jordan.
4. Children construct a map of the world showing locations of regions with large Islamic, Jewish populations.
5. Children locate and label places throughout the world which receive imports from Israel or Jordan, or countries from which Israel or Jordan imports goods or services.

REGION:
1. Children construct cubes or pyramids (patterns included) for a region.
2. Children construct mobiles with coathangers (ala Calder) or hang the pictures on one single string. Each picture should reflect a fundamental theme. Picture from Travel brochures are a good size for this kind of project.
3. Children watch your video of Israel or Jordan. As they watch they fill in a web using the five themes. They become active viewers of a primary source.

LET'S VISIT ISRAEL

LOCATION

Flying from Baltimore to Israel is a distance of almost 7,400 miles. You will fly almost due east. Israel and Jordan are located in the eastern part of Asia. Most people do not think of Israel as being part of Asia. This part of Asia is called the Middle East. Some people also call it the Near East. This part of Asia is known for its vast deserts.

There are many geographical features which help us locate Israel on the map. The Mediterranean Sea washes the shores of Israel. The Jordan River is the most important river in both Israel and Jordan. The Negev Desert is in southern Israel. The city of Elat in southern Israel is on the Red Sea.

When you locate Israel on the map, look in the Eastern Hemisphere, the Northern Hemisphere and look for the latitude and longitude of Jerusalem which is at 32 degrees north and 35 degrees east. Baltimore is located at latitude 39 degrees north and 77 degrees west. But as we will see, Israel is very different from Baltimore because of geography and the lives of its citizens are very different.

PLACE

When people think of the country of Israel they tend to see places that are important in their religious life. Many cultural land marks are connected to three great world religions. The religions are: Judaism, Christianity, and Islam. The cities of Bethlehem and Nazareth are important to Christians. The Western Wall in Jerusalem and Masada are important to Jews. The Dome of the Rock, also in Jerusalem, is important to Moslems.

Israel has been the scene of many important historical and cultural events which people find interesting. People want to come to Israel to learn more about these events. Some reasons why

people come to Israel are: vacations, tourism, religious, archaeological sites, and a healthful climate.

Each religion has a special building that believers worship in. For Jews the building are called temples or synagogues. For Moslems the building is called a mosque. Moslems follow a religion called Islam. For Christians the buildings are called churches or basilicas. There are examples of each of these buildings to be found all over Israel. Some buildings are extremely old while others are examples of modern architecture.

Jerusalem is the largest city and capital of Israel. Before 1967, it was a divided city, but after the 1967 it was reunited. This makes it easier for tourists to visit sites. There is a very old Old City with many historical sites. There is a modern New City (West Jerusalem)- sort of like suburbs with a mix of old and new. There is also East Jerusalem which is mostly Arab. Some of the land marks you might see are: Wailing Wall, Via Delorosa, Church of f the Holy Sepulcher, Knesset (parliament), Israel Museum with Dead Sea scrolls, Rockefeller Archaeological Museum, and Hadassah Medical Center. Tourism is the major industry in Jerusalem.

Tel Aviv on the Mediterranean coast is the largest city in Israel. It is warmer than Jerusalem. It is more modern, too. the international airport is here. Tel Aviv is the center of industry. Cloth, electronic equipment, and chemicals are made here.

Nazareth is a small city in northern Israel. It is an Arab city which is important in Christian religion history.

The are many examples of physical land marks, too. Physical land marks are made by forces of nature such as water and wind. The beautiful beaches of Tel Aviv and Elat are one kind of land mark. The flat mountains with steep sides like Masada are another land mark. There are beautiful valleys and swift flowing streams. The Jordan River is an important physical land mark for visitors to see. The Sea of Galilee (Lake Tiberias) and the Dead Sea are two interesting water bodies. The Dead Sea is salt water

and is the lowest point on the earth.

ENVIRONMENT

There are two kinds of climates in Israel. One is a desert climate. The other is called Mediterranean climate. Both climates have low average rainfall. Both feature very warm summers and mild winters. The climate of Israel is very good for tourism.

Desert are a special kind of climate not found in Baltimore. Deserts have less than 10 inches of rainfall a year. Rainfall comes in the winter months. Most of Southern Israel is the Negev Desert. Daily desert temperatures vary a great deal. During the day it can be over 100 degrees. At night it can get as cold as 40 degrees even in the summer. In winter it can, but rarely does, snow.

A Mediterranean climate is most like southern California. It is warm all the time. There is less than 25 inches of rain. The rain comes in winter. The climate is good for growing many plants like citrus fruits and olives. Breezes offer relief to the heat.

The soil in the desert is not always sand. The soil is rich and fertile and well suited for growing things. All the desert needs in order to blossom is water. The Israelis use water from the Jordan River for irrigation. Water is piped all the way to the Negev Desert for irrigation. Find the National Water Project on your map. Water management is a major environmental concern in Israel.

One reason for great temperature changes is that there is little natural ground cover. The Israelis are planting thousands of trees. This process is called reforestation. Israel celebrates its own Arbor Day just like we do in the United States.

In places where there is little rainfall, tough grasses grow. Camels, sheep, and goats can survive on this diet. There are many native animals in the region too. Some of these animals are deer and gazelles. At one time most of these animals were almost

extinct in Israel, although you might see them in Jordan. Israelis are re-introducing these native species.

MOVEMENT

Movement includes many different concepts. People, animals, plants, goods and services, ideas, transportation and communication networks are all examples of movement evident in Israel. Since about 1890, Jewish people from many countries have moved to Israel. Israel is a nation of immigrants. Jewish people from all over the world have immigrated to Israel. Most Israeli serve for 2 years in the army. Their army training includes education in the Hebrew language as well as customs and habits of the Israeli people. This army service helps immigrants become better Israeli citizens and soon they feel at home in their new country. Most immigrants have come from Russia and other European countries. Immigrants have also come from Arab countries and Ethiopia. The cost of resettlement is a drain on Israel's economy. Military spending is very high, too.

Sometimes people move when they want to. They are called immigrants. Sometimes people move because they feel they must. Palestinian refugees moved out of Israel in 1948 because they thought they were not wanted by Israeli citizens. These refugees are of the Islamic religion whereas other Israelis are Jewish. Many of these refugees fled to Jordan. Some of them live in the Gaza Strip. The refugee problem is a serious one for Israel. Israelis need to help non-Jewish people feel more like citizens. Palestinians feel that the land of Israel is their homeland, too.

Goods and services move. Israeli farmers grow many citrus fruits and vegetables which reach markets in Europe. The many beautiful flowers sold in Europe also come from Israel. Some Israeli oranges are even sold in markets in the United States. Israel manufacturers its own armaments. The Uzi submachine gun was developed and made in Israel. Israelis manufacture other

items which are sold across the world. Toys, cloth, clothing, and diamonds are examples of Israeli products. The United States and European countries are Israel's major trading partners.

Ideas move. Three great world religions come from this area of the world. The three religions are Islam, Judaism, and Christianity. Followers of Islam are called Moslems. Followers of Judaism are called Jews. Followers of Christianity are called Christians. Within each religion there are different kinds. The ideas and beliefs of these three religions are important to people of all cultures throughout the world.

Animals and plants move. In ancient times, there were many more trees than there are now. Many forests of trees have been planted since 1948. Eucalyptus trees have been planted to help drain swamps. Drained swamps make fertile farm land. Camels, goats, and sheep will live in regions with tough grasses. Camels can go for a long time without water.

Transportation networks are important to the economy of any region. El Al is the national airline of Israel. There are few railroads in Israel. The highway system is well developed. Israel is a small country. It's easy to reach any point by car or truck.

Israelis speak Hebrew. It's a very old language. Since the turn of the century new words have been invented for modern words that were not used in the Bible. Hebrew and Arabic are two official languages. Most everybody understands a few words of English. Israel has its own national radio called Kol Israel. There are many private radio and TV stations. Israeli children go to school 6 days a week. Their school year is longer. They learn English, too.

REGION

Israel is a political unit. Israel was established by the United Nations in May of 1948. Thousands of immigrants had already arrived in Palestine before Palestine was partitioned in 1948.

Jews from all over the world settled in Israel. Palestine became Israel and Jordan. The Israelis have a parliamentary government similar to the United States. Citizens elect their representatives.

Israel is also an important religious region. Almost two thousand years ago there was a country called Israel. Bible stories from the Old Testament occurred in Israel. Many events in the New Testament happened in Israel. The Jewish people use the Old Testament which they call the Torah. In addition to being a religious book, the Torah is also a history of this fascinating region. So, Israel is important for Jews and Christians. Israel is also important to Moslems. At the Dome of the Rock in Jerusalem there is a rock upon which Moslems say Mohammed rose to heaven and the same rock upon which Abraham was to have sacrificed Ishmael. Tourists enjoy visiting many religious sites throughout Israel. The money tourist spend is of great importance to the economy of Israel. Jews from all over the world donate money to Israel. Americans contribute to the United Israel Appeal.

Israel is an important tourist region. Tourists come from all over the world to visit important historical sites. Tourists also come to participate in archaeological excavations. Many cultures have built in this region: the Egyptians, Phoenicians, Israelis, Romans, Greek, Byzantines, Arabs, Crusaders, and settlers in our own times. Archaeology is important for citizens and tourists alike. Visitors enjoy travelling around the country to see ruins, and visit museums.

Israel is a climactic region. It has a Mediterranean and desert climate. Most of the rain comes in winter months. The climate (dry) helps preserve ruins of former times. The Negev Desert cover the southern half of Israel. With irrigation, the desert becomes a productive farming community. Wheat, citrus fruits, and vegetables are grown here. Masada is in the Negev Desert.

The climate is also healthful all through the year. Elat was developed as a modern beach community. The sparkling waters are

so clear you can see all the way to the bottom. Because of its climate there are special kinds of plants and animals which have adapted to conditions here. Climate is important to the development of agriculture (farming.)

Israel is an economic region. Many early settlers started kinds of farms called a kibbutz. A kibbutz is owned by all the members of the community. They all work together to grow crops. The crops are sold to make money for the kibbutz. Children live in their own dormitories. Everyone eats in a cafeteria like we do in school. Nowadays, toys and machinery can be made on a kibbutz too. There is also another kind of farm found only in Israel. It is called a moshav. People work together but own their own property. Israel is a very urban society. Its citizens mostly live in cities. They have many of the goods and services which we are used to.

QUESTIONS FOR DISCUSSION OR USE AS WRITING PROMPTS FOR USE WITH "LET'S VISIT ISRAEL"

1. Using a world map and the text, compare the location of Israel and your community. Making a diagram helps you prepare your response.

2. List three kinds of physical landmarks and three kinds of cultural land marks found in Israel. List some of land marks for your community. How are these land marks similar? How are these land marks different?

3. Since three great religions are located in Israel, give examples of religious buildings found in your community. Which of these buildings belong to which religious groups.

4. Describe the weather conditions in Israel. How are they the same or different from weather patterns found in your community?

5. Describe farming practices found in Israel. Describe a rural community near your school. How is farming the same or different in your community?

6. Describe how new immigrants to Israel become used to Israeli customs. Describe how new students are helped to feel at home in your school. How do you and the Israelis make new-comers feel welcome?

7. List farm products from Israel. List farm products grown on a farm near your school. In what ways are these products similar or different?

8. Make a chart showing the kinds of religions children your class practice. Which of these religions is also found in Israel. You can graph your results. Describe the results using words like greater, less, more, and fewer.

9. Explain transportation (communication) networks in Israel. Which of these are found in your community? How has transportation (communication) helped make Israel a better place to live?

10. List all the ways Israel is an important region. Next to each way list an example. Which of these examples of regions can you think of for your own community.

LITERATURE CONNECTION FOR ISRAEL

Neil Waldman, (1997). The Never-Ending Greenness. New York: Morrow Junior Books.

This is a moving story about one boy's love of the out of doors and his life-long determination to bring a forest of trees to Israel. It parallels Israel's own efforts to reforest the nation. Israel celebrates Tu b'Shvat which is similar to our own Arbor Day. The illustrations augment a moving story.

NEW VOCABULARY:

generation, neighborhood, ghetto, apartment, remained, ancient, explosion, crusader, spring, pottery, celebrate, continued, appeared, surrounded, melody, vibrations, soared, seriously, fortress, disappear, conquerors, cultivate, surrounding

USING THE FIVE FUNDAMENTAL THEMES OF GEOGRAPHY

LOCATION: Locate Vilna on the map. Trace the route taken to Israel. Locate Israel on the map.

PLACE:

village, crusader castle, caves, grove of trees, hillsides, forest

MOVEMENT: crammed boat full of people, walking, climbing

HUMAN ENVIRONMENTAL INTERACTION:

dusty hill, dry season, storks, no topsoil, gazelles, spring October rain, fall rain, grove, no shade, looks like a desert

REGION:

reforestation, hills and valleys, archaeology (coins and pottery, Tu b'Shvat=holiday=tree planting, religious region=Torah, desert

TIME CLUES:
years ago, then, soon, days, spring, weeks, months, morning, evening, dry season, someday, finally, next, day after, 50 years, weekend, centuries, passed, continued

COMPOUND WORDS:
anywhere, crisscrossed, puffy-eyed, tiptoed, alleyway, outside, ourselves, candlelight, passageway, hillside, newborn, bedroom, someday, weekend, springtime, mushroom, forehead, grown-ups, topsoil, railroad

WORDS ABOUT VILNA:
bakery, synagogue, library, trees

WORDS ABOUT TREES:
summer green, winter bare, line streets, stretch arms to sun, buds, yellowish feathers, green leaves, sheltering leaves, ancient oak

WORDS ABOUT WARTIME EVENTS:
ghetto, dark apartment, crowded, hunger, no green, soldiers, ghost like people, escape, alleyways

WORDS ABOUT ISRAELI VILLAGE:
wooden house, bakery, dusty hill, hills, valleys, crusader castle, gazelles, caves, hillside

WEBBING: Children make webs using any of the above categories. Webbing is a good activity to foster close reading skills and serves as an excellent pre-writing activity.

QUESTIONS FOR DISCUSSION OR AS WRITING PROMPTS

1.After locating Vilna trace your route to Israel. Explain how and why you may have wanted to go there.

2, Describe trees in your own words. Compare the author's use of figurative language to describe trees and your own word list. Think of some descriptive ways to describe trees in your own neighborhood.

3. Note the illustrator's use of color throughout the story to indicate mood. Use colors yourself to create a mood and describe the mood. Oil pastels blend well in order to make illustrations like the ones used in the text.

4. Israel has been an independent nation for 50 years. It celebrate Tu b'Shvat which is similar to Arbor Day. Explain Arbor Day in our country. You can plant acorns or fruit seeds. Freeze them first in the freezer. This simulates the dormancy period these seeds need before planting in the spring.

5. Describe the before and after effects of reforestation. The story gives you some definite ideas about changes in land use and weather conditions.

6. Compare the environment presented in the story about Israel to the environment in your own neighborhoods.

7. Explain why there were no forests in Israel 50 years ago.

Activity 1 Making Student Passports:

The students enjoyed making the passport and making the passport has tie-ins to other curricular areas.

I don't know how to put it on computer disc, but am including a paper copy of the student passport we use when learning about another region. This passport is easy to make. The students color the cover blue- just like real passports. You may laminate the outside.

The visa stamps which the students paste in their passports are made from a program called "SuperprintII for the Macintosh." The poster-clip art gallery section. It includes one inch pictures suitable for visa stamps from around the world. Students color these and paste them in the visa section of their passports as we visit each country.

The data sheet of information included in the passport is completed with parental help as a homework assignment. This is a "real life" learning situation- children complete an application form. Pasting a photograph helps complete authenticity, too.

The students type the data using a word processor program as part of computer lab instruction. They print out the data and paste it inside their passport. A small photograph is also pasted in. The passport number is their social security number. The date of issue is today's date. The passport agency is our school name. Some teachers also include place of birth just like the real passport does.

PASSPORT DATA
Last Name:
First Name:
Date of Birth:
Place of Birth:
Nationality:
Passport No. (Social Security No.)
Place of Issue:

CONSTRUCTING A VENN DIAGRAM TO COMPARE AND CONTRAST

ISRAEL	BOTH	JORDAN
	Jordan River	
	Dead Sea	
Hebrew		Arabic
	British Colony	
	partition	
Palestine		Trans-Jordan
democracy	government	kingdom
Jewish immigrants		stable population
		Palestinian refugees
	water conservation	
	few natural resources	
	import fuel-oil	
	tourism dollars	
	west Asia	
	common border	
	desert	
oriented toward Europe		oriented to other Arab countries
oriented toward USA		oriented to OPEC
dependent on US funds		countries & funding
	historic enemies	
	no economic ties	
	desert climate	
	little rainfall	
	rain comes in winter	
Jewish majority	Bedouins	Arab majority
many immigrants		few immigrants
farm with irrigation		traditional farming
		Herding sheep & goats
Tel Aviv, Jerusalem	urban centers	Amman

ACTIVITY 7:COMPARATIVE GEOGRAPHY:
ENVIRONMENTAL CONCERNS

1. What is the region of the world?

_____

2. What is the environmental concern?

_____

3. What decision do these citizens think is a good one?

_____

_____

_____

4. What reasons do they give for making this decision?

_____

_____

_____

5. How do you feel about their decision? Why?

_____

_____

6. What solution can you think of for this problem? (Your decision may be the same as their decision.)

_____

Something Extra: Draw a poster, including title, descriptive sentence, and illustration, which advertises the decision you think is best. Be able to justify your decision.

A SELECTED BIBLIOGRAPHY OF CHILDREN'S BOOKS FOR ISRAEL AND JORDAN

Burstein, C. Kid's Catalog of Israel

De Regnierds, B. David and Goliath

Edwards. M. Chicken Man

Foy, F. Israel

Haskins, J. Count Your Way Through Israel

Kimmel, E. The Three Princes: A Tale

Kubie, N. Israel

Lowen, N. Food In Israel

Nye, N. Habibi

Ross, S. Causes and Conseguences of Arab Israeli Conflict

Taitz, E. Israel: A Sacred Land

Taylor, A. Kibbutz in Israel

Uval, B. Women in Society: Israel

A SELECTION OF NATIONAL GEOGRAPHIC MAGAZINE ARTICLES FOR ISRAEL AND JORDAN

These are articles which you can use as bulletin board pictures. These pictures can be used for group projects instead of using videotapes.

Abdul-Rauf, M. 1978. Pilgrimage to Mecca.

Abercrombie, T. 1984. Jordan: Kingdom in the Middle.

Arden, H. 1978. Living Dead Sea.

Avakian, A. 1996. Gaza.

Azel, J. 1990. Mali's Dogon People.

Azzi, R. 1980 Saudi Arabia The Kingdom and Its Power.

Belt, D. 1995. Israel's Galilee.

Canby, T. 1991 Persian Gulf: After the Storm.

Caputo, R. 1982. Sudan: Arab-African Giant.

Doubilet, D. 1993. Desert Sea.

Edward's, M. 1980. Tunisia: Sea, Sand, Success.

Falconer, S. 1989. Bronze Age Village Life in Jordan.

Fleming, K. 1981. Somalia Hour of Need.

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ITEMS IN A DISCOVERY BOX

This is also called a realia kit or an oh!wow!box. Items should be of low cost; breakage is always a possibility. Food items will be consumed during the unit and need to be replaced. Shopping on-line is one source. Ethnic markets are another source. Of course, you are your friends who travel are the best source.

Many examples of universal culture can be included in the box. I like to include products similar to those sold in our community as well as exotic items so students can compare and contrast. Laminate anything which may be ripped.

postage stamps photocopied paper money coins
flagstravel brochures packaging from food
soda cans soil samples from different regions
rock samples from different areas postcards
school items (notebooks, crayons, etc.) toys
food items to be consumed by students menusnewspapers clothing
flagssports equipment, animals
stuffed animals household items (toilet paper for example) tools
writing implements religious articles

EXAMPLES OF UNIVERSAL CULTURES **ISRAEL**

1. material culture: yarmulke, kepi, apartments, armaments industry, well developed road system, poorly developed railway system, ElAl-international airlines, kosher kitchens
2. arts, play, recreation: basketball, soccer, amateur archaeology, hiking
3. language/nonverbal communication: Hebrew and Arabic are official languages
4. social organization: kibbutz, moshav, religious community, rabbinical council is important in decision making, mandatory military service, military aids in assimilation of immigrants
5. social control: army, immigrant organizations, social pressure to conform, religious traditions
6. conflicts and warfare: constant, 1948 War for independence, 1956 Suez War, 1967 Six Day War, 1972
7. economic organization: high inflation due to high military expenditure and high cost of assimilating immigrants, United Israel Appeal, standard of living and living coasts are high for Middle East, tourism, export fruit, irrigation schemes
8. education: highly literate population, assimilation
9. world view: Promised Land, accepts Jewish immigrants from all over world

COMPARING CLIMATES OF TWO REGIONS

CATEGORY	BALTIMORE	JERUSALEM
latitude	35N	32N
feet above sea level	26	2485
climate type	humid subtropical	Mediterranean
annual average	60 F	63 F
January average temperature	41 F	48F
July average temperature	79 F	75 F
average rainfall	45 inches	19 inches
% winter rainfall	50%	94%

Answer these questions about 2 climates.
1. List three ways climates are similar
2. List 2 ways climates are different.
3. Which region probably needs irrigation for farming? Why?
4. Does elevation seriously affect climate in relation to the 2 regions?

COMPARING AVERAGE MONTHLY WEATHER

	daily high temperature degrees centigrade		number of rainy days	
	Baltimore	Jerusalem	Baltimore	Jerusalem
January	6	13	11	9
February	7	13	10	11
March	12	18	12	3
April	18	23	11	3
May	24	27	12	0
June	28	26	11	0
July	31	31	11	0
August	29	31	11	0
September	25	27	8	0
October	19	27	8	1
November	13	21	9	4
December	7	15	10	7

1. Make a bar graph for each weather category.
2. Compare daily temperature within Baltimore (or Jerusalem.) Describe seasonal weather in Baltimore (or Jerusalem.)
3. Compare daily temperature between Baltimore and Jerusalem. How is seasonal temperature different? How are patterns the same?
4. Repeat questions 2 and 3. This time compare rainy days instead of temperatures.

CREATING AN ALPHABET FRIEZE

Children write a word for each letter of the alphabet and illustrate it. Hang on the wall. This is a great brainstoirming activity to help children develop specific vocabulary

ISRAEL
Aqaba
Bethlehem
Christian
dreidl
Elat
fig
Golan Heights
Hebrew
irrigation
Jerusalem
kibbutz
latke
Mediterranean
Nazareth
orange
PLO
QumRam
Red Sea
Star of David
Tel Aviv
u
v
Wailing Wall
x
yarmulke
z

JORDAN
Arabic
Bedouin
camel
Dead Sea
goat
Hussein
Islam
Jordan River
king
Mohammed
nomad
oasis
Petra
Qasr
refugees
sesame seed oil
tent
vegetables